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ABSTRACT

This report highlights the results of the 2002 NAEP (National Assessment of Educational Progress) fourth-, eighth-, and twelfth-grade reading assessment for the nation. Results in 2002 are compared to previous NAEP reading assessments. It describes assessment content; presents major findings as average scale scores and percentages of students scoring at or above achievement levels for the nation, at grades 4, 8, and 12; shows results for participating states and jurisdictions at grades 4 and 8; and discusses performances of selected subgroups defined by gender and race/ethnicity. Major findings are: (1) the fourth-grade reading average score in 2002 was higher than in 1994, 1998, and 2000, but was not found to be significantly different from 1992; (2) among eighth-graders, the average score in 2002 was higher than in 1992 or 1994; (3) the twelfth-grade average score in 2002 was lower than in 1992 and 1998; (4) among the 40 jurisdictions that participated in both the 1992 and 2002 assessments, fourth-graders' average scores increased in 15 jurisdictions and decreased in 2 jurisdictions; (5) among the 37 jurisdictions that participated in both the 1998 and 2002 assessments, eight-graders' average scores increased in 10 jurisdictions and decreased in 5 jurisdictions; (6) in 2002, females had higher average reading scores than males at all three grades; (7) the gap between average scores for male and female forth-graders in 2002 was not found to be significantly different from that in 1992, at grade 8, the gap was smaller in 2002 than in all previous assessments years, and the gap at grade 12 was wider in 2002 than it had been in 1992; (8) at grade 4 and 8, both White and Black students had higher average scores in 2002 than in 1992; (9) in 2002, White students and Asian/Pacific Islander students had higher average scores than Black and Hispanic students, and White students outperformed Asian/Pacific Islander students at all three grades; (10) average scores increased between 1998 and 2002 for fourth- and eight-graders eligible for free/reduced-price lunch, and in 2002, at all three grades students who were eligible for free/reduced-price lunch had lower average scores than students who were not eligible; (11) students at all three grade levels who attended schools that received Title I funding had lower average

reading scores in 2002 than students who attended schools that reported not receiving funds; (12) as in previous assessments, a positive relationship between student-reported parental education and student reading performance was observed in 2002 at grades 8 and 12; (13) in 2002, at all three grades students who attended nonpublic schools had higher average reading scores than their peers who attended public schools; and (14) in 2002, at all three grades students in schools located in urban fringe/large town areas outperformed students in schools located in central city and rural areas. Sample reading questions are attached. (RS)

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NCES
National Center for Education Statistics

The Nation's Report Card
Reading Highlights 2002

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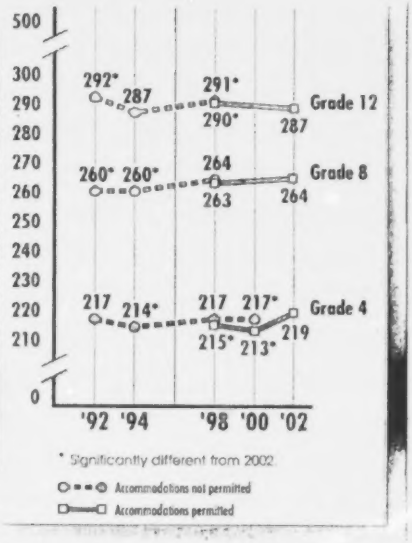
Important Indicator of Educational Progress

Since 1969, NAEP has been an ongoing nationally representative indicator of what American students know and can do in major academic subjects.

Over the years, NAEP has measured students' achievement in many subjects, including reading, mathematics, science, writing, U.S. history, geography, civics, and the arts. In 2002, NAEP conducted a national assessment in reading at grades 4, 8, and 12 and a state assessment at grades 4 and 8.

NAEP is a project of the National Center for Education Statistics (NCES) in the U.S. Department of Education and is overseen by the National Assessment Governing Board (NAGB).

2002 Reading Trends Differ by Grade



In addition to allowing for accommodations, the accommodations-permitted results at grade 4 (1998–2002) differ slightly from previous years' results, and from previously reported results for 1998 and 2000, due to changes in sample weighting procedures. See appendix A of the full report card for more details.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1992, 1994, 1998, 2000, and 2002 Reading Assessments.

The fourth-grade average score in 2002 was higher than in 1994, 1998, and 2000, but was not found to be significantly different from 1992. Among eighth-graders, the average score in 2002 was higher than in 1992 or 1994. The twelfth-grade average score in 2002 was lower than in 1992 and 1998.

Average test scores have a standard error—a range of a few points plus or minus the score—due to sampling error and measurement error. Statistical tests are used to determine whether the differences between average scores are significant; therefore, not all apparent differences may be found to be statistically significant. Only statistically significant differences are cited in this report.

The results presented in the figures and tables throughout this report distinguish between two different reporting samples that reflect a change in administration procedures. The more recent results are based on administration procedures in which testing accommodations were permitted for students with disabilities and limited English proficient students. Accommodations were not permitted in earlier assessments. Comparisons between results from 2002 and those from assessment years in which both types of administration procedures were used (in 1998 at all three grades and again in 2000 at the fourth grade only) are discussed based on the results when accommodations were permitted, even though significant differences in results when accommodations were not permitted may be noted in the figures and tables. Additional information about the change in administration procedures can be found in the full report, *The Nation's Report Card: Reading 2002*.

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Achievement Levels Provide Standards for Student Performance

Achievement levels are performance standards set by NAGB that provide a context for interpreting student performance on NAEP. These performance standards, based on recommendations from broadly representative panels of educators and members of the public, are used to report what students should know and be able to do at the *Basic*, *Proficient*, and *Advanced* levels of performance in each subject area and at each grade assessed.

As provided by law, NCES, upon review of a congressionally mandated evaluation of NAEP, has determined that the achievement levels are to be used on a trial basis and should be interpreted and used with caution.

However, both NCES and NAGB believe that these performance standards are useful for understanding trends in student achievement. NAEP achievement levels have been widely used by national and state officials.

Detailed descriptions of the NAEP reading achievement levels can be found on the NAGB web site at http://www.nagb.org/pubs/readingbook.pdf.

2002 Achievement Levels Show Gains and Losses

As shown below, the percentage of fourth-graders at or above *Basic* was higher in 2002 than in 1994, 1998, and 2000 but was not found to be significantly different from 1992. The percentage of fourth-graders at or above *Proficient* was higher in 2002 than in 1992 and 1998. The percentage of eighth-graders at or above *Basic* was higher in 2002 than in all previous assessment years. The percentage of eighth-graders at or above *Proficient* was higher in 2002 than in 1992 and 1994. The percentages of twelfth-graders at or above *Basic* and *Proficient* fell below levels seen in 1992 and 1998.

Percentage of students, by reading achievement level, grades 4, 8, and 12: 1992–2002

		Below *Basic*	At *Basic*	At *Proficient*	At *Advanced*	At or above *Basic*	At or above *Proficient*
Grade 4							
Accommodations not permitted	1992	38	34	22 *	6	62	29 *
	1994	40 *	31 *	22 *	7	60 *	30
	1998	38	32	24	7	62	31
	2000	37	31	24	8	63	32
Accommodations permitted	1998	40 *	30 *	22 *	7	60 *	29 *
	2000	41 *	30 *	23	7	59 *	29
	2002	36	32	24	7	64	31
Grade 8							
Accommodations not permitted	1992	31 *	40 *	26 *	3	69 *	29 *
	1994	30 *	40 *	27 *	3	70 *	30 *
	1998	26	41 *	31	3	74	33
Accommodations permitted	1998	27 *	41	30	3	73 *	32
	2002	25	43	30	3	75	33
Grade 12							
Accommodations not permitted	1992	20 *	39	36 *	4	80 *	40 *
	1994	25	38	32	4	75	36
	1998	23 *	37	35 *	6 *	77 *	40 *
Accommodations permitted	1998	24 *	36	35 *	6 *	76 *	40 *
	2002	26	38	31	5	74	36

* Significantly different from 2002.

NOTE: Percentages within each reading achievement level range may not add to 100, or to the exact percentages at or above achievement levels, due to rounding. In addition to allowing for accommodations, the accommodations-permitted results at grade 4 (1998–2002) differ slightly from previous years' results, and from previously reported results for 1998 and 2000, due to changes in sample weighting procedures. See appendix A of the full report card for more details.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1992, 1994, 1998, 2000, and 2002 Reading Assessments.

Achievement Levels

Basic: This level denotes partial mastery of prerequisite knowledge and skills that are fundamental for proficient work at each grade.

Proficient: This level represents solid academic performance for each grade assessed. Students reaching this level have demonstrated competency over challenging subject matter, including subject-matter knowledge, application of such knowledge to real-world situations, and analytical skills appropriate to the subject matter.

Advanced: This level signifies superior performance.

Trends in Percentiles Differ by Grade Level

Looking at changes in scores for students at higher, middle, and lower performance levels gives a more complete picture of student progress. An examination of scores at different percentiles on the 0–500 reading scale at each grade indicates whether or not the changes seen in the national average score results are reflected in the performance of lower-, middle-, and higher-performing students.

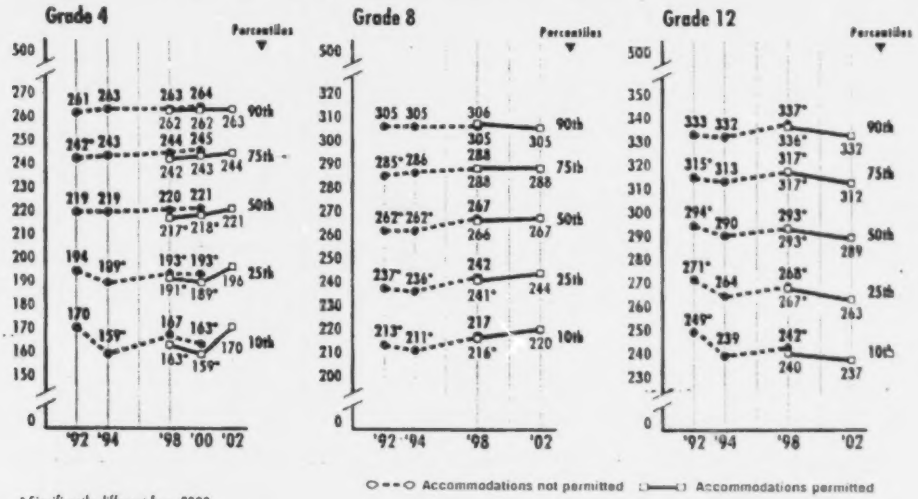
The percentile indicates the percentage of students whose scores fell below a particular score.

At grade 4, scores at the 10th, 25th, and 50th percentiles were higher in 2002 than in 1998 and 2000 but were not found to be significantly different from 1992. The score at the 75th percentile was higher than in 1992.

At grade 8, scores were higher in 2002 than in 1992 at all but the 90th percentile. However, only scores for lower-performing students at the 10th and 25th percentiles were higher in 2002 than in 1998.

At grade 12, the decline in performance since 1992 was evident across most of the score distribution (at the 10th, 25th, 50th, and 75th percentiles). Performance declined between 1998 and 2002 at the 90th percentile.

Reading scale score percentiles, grades 4, 8, and 12: 1992–2002



* Significantly different from 2002.

NOTE: Scale score results when testing accommodations were not permitted are shown in darker print, and when accommodations were permitted in lighter print.

In addition to allowing for accommodations, the accommodations-permitted results at grade 4 (1998–2002) differ slightly from previous years' results, and from previously reported results for 1998 and 2000, due to changes in sample weighting procedures. See appendix A of the full report card for more details.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1992, 1994, 1998, 2000, and 2002 Reading Assessments.

NAEP 2002 Reading Assessment Design: Framework, Accommodations, and Samples

The NAEP reading framework, which defines the content for the 2002 assessment, was developed through a comprehensive national process and adopted by NAGB.

The reading framework is organized along two dimensions, the *context* for reading and the *aspect* of reading. The context dimension is divided into three areas that characterize the purposes for reading: reading for literary experience, reading for information, and reading to perform a task. All three contexts are assessed at grades 8 and 12, but reading to perform a task is not assessed at grade 4. The aspects of reading, which define the types of comprehension questions used in the assessments, include forming a general understanding, developing interpretation, making reader/text connections, and examining content and structure.

The complete framework is available on the NAGB web site at http://www.nagb.org.

Beginning in 1998, assessment procedures allowed for the use of accommodations by students with disabilities or limited English proficient students who required accommodations to participate in NAEP. Accommodations had not been permitted in prior assessment years (see page 1).

Results from the 2002 reading assessment are reported for the nation at grades 4, 8, and 12, and at the state level at grades 4 and 8. The national results are based on a representative sample of students in both public schools and nonpublic schools, while the state results are based only on public-school students.

Fourth- and Eighth-Grade Results for Participating States and Jurisdictions

In addition to national results for students' reading performance, the 2002 assessment collected performance data for fourth- and eighth-graders who attended public schools in states and other jurisdictions that volunteered to participate. In 2002, 45 states and 5 other jurisdictions participated at grade 4, and

44 states and 6 other jurisdictions participated at grade 8. Two states at grade 4 and three states at grade 8 participated but did not meet minimum school participation guidelines for reporting their results in 2002.

While the national results presented on the previous

Table A. Average reading scale scores, grade 4 public schools: By state, 1992–2002

	Accommodations not permitted			Accommodations permitted	
	1992	1994	1998	1998	2002
Nation (Public)[1]	215	212 *	215	213 *	217
Alabama	207	208	211	211	207
Arizona	209 *	206	207	206	205
Arkansas	211	209	209 *	209	213
California[1]	202	197 *,**	202	202	206
Colorado	217	213	222	220	—
Connecticut	222 *,**	222 *,**	232	230	229
Delaware	213 *,**	206 *,**	212 *,**	207 *,**	224
Florida	208 *,**	205 *,**	207 *,**	206 *,**	214
Georgia	212	207 *,**	210 *,**	209 *,**	215
Hawaii	203 *	201 *,**	200 *,**	200 *,**	208
Idaho	219	—	—	—	220
Indiana	221	220	—	—	222
Iowa[1]	225	223	223	220	223
Kansas[1]	—	—	222	221	222
Kentucky	213 *,**	212 *,**	218	218	219
Louisiana	204	197 *,**	204	200 *,**	207
Maine	227	228 *,**	225	225	225
Maryland	211 *,**	210 *,**	215	212 *,**	217
Massachusetts	226 *,**	223 *,**	225 *,**	223 *,**	234
Michigan	216	—	217	216	219
Minnesota[1]	221 *,**	218 *,**	222	219 *,**	225
Mississippi	199	202	204	203	203
Missouri	220	217	216	216 *,**	220
Montana[1]	—	222	226	225	224
Nebraska	221	220	—	—	222
Nevada	—	—	208	206	209
New Hampshire	228	223	226	226	—
New Jersey	223	219	—	—	—
New Mexico	211	205	206	205	208
New York[1]	215 *,**	212 *,**	216 *,**	215 *,**	222
North Carolina	212 *,**	214 *,**	217 *,**	213 *,**	222
North Dakota[1]	226	225	—	—	224
Ohio	217 *,**	—	—	—	222
Oklahoma	220 *,**	—	220 *,**	219 *,**	213
Oregon	—	—	214 *,**	212 *,**	220
Pennsylvania	221	215 *,**	—	—	221
Rhode Island	217	220	218	218	220
South Carolina	210 *	203 *,**	210	209 *,**	214
Tennessee[1]	212	213	212	212	214
Texas	213	212	217	214	217
Utah	220	217 *,**	215 *,**	216 *,**	222
Vermont	—	—	—	—	227
Virginia	221 *	213 *,**	218 *,**	217 *,**	225
Washington[1]	—	213 *,**	217 *,**	218 *,**	224
West Virginia	216	213 *,**	216	216	219
Wisconsin[1]	224	224	224	222	—
Wyoming	223	221	219	218	221
Other Jurisdictions					
District of Columbia	188 *	179 *,**	182 *,**	179 *,**	191
DDESS[2]	—	—	220 *,**	219 *,**	225
DoDDS[3]	—	218 *,**	223	221 *,**	224
Guam	182	181 *,**	—	—	185
Virgin Islands	171 *,**	—	178	174	179

— Indicates that the jurisdiction did not participate or did not meet minimum participation guidelines for reporting.

[1] Indicates that the jurisdiction did not meet one or more of the guidelines for school participation in 2002.

* Significantly different from 2002 when only one jurisdiction or the nation is being examined.

** Significantly different from 2002 when using a multiple-comparison procedure based on all jurisdictions that participated both years.

[1] National results that are presented for assessments prior to 2002 are based on the national sample, not on aggregated state assessment samples.

[2] Department of Defense Domestic Dependent Elementary and Secondary Schools.

[3] Department of Defense Dependents Schools (Overseas).

NOTE: Comparative performance results may be affected by changes in exclusion rates for students with disabilities and limited English proficient students in the NAEP samples.

In addition to allowing for accommodations, the accommodations-permitted results for national public schools at grade 4 (1998 and 2002) differ slightly from previous years' results, and from previously reported results for 1998, due to changes in sample weighting procedures. See appendix A of the full report card for more details.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1992, 1994, 1998, and 2002 Reading Assessments.

pages reflect the performance of students in both public and nonpublic schools combined, results for jurisdictions are based on the performance of students attending public schools only. For purposes of comparison, the national performance results presented here are for public school students only.

Average Score Results

Tables A and B present average reading score results for fourth- and eighth-graders, respectively. Among the 40 jurisdictions that participated in both the 1998 and 2002 fourth-grade reading assessments, 19 jurisdictions showed score increases in 2002 and only 1 jurisdiction showed a decline. Among the 40 jurisdictions that participated in both 1992 and 2002, average reading scores in 2002 were higher in 15 jurisdictions and lower in 2 jurisdictions.

At grade 8, 10 of the 37 jurisdictions that participated in both assessment years showed gains in 2002, and 5 showed declines.

Table B. Average reading scale scores, grade 8 public schools: By state, 1998 and 2002

	Accommodations not permitted	Accommodations permitted	
	1998	1998	2002
Nation (Public)[1]	261	261 *	263
Alabama	255	255	253
Arizona	261 *	260	257
Arkansas	256 *	256 *	260
California[†]	253	252	250
Colorado	264	264	—
Connecticut	272 *,**	270 *	267
Delaware	256 *,**	254 *,**	267
Florida	253 *,**	255 *,**	261
Georgia	257	257	258
Hawaii	250	249 *	252
Idaho	—	—	266
Indiana	—	—	265
Kansas[†]	268	268	269
Kentucky	262	262	265
Louisiana	252 *	252 *	256
Maine	273	271	270
Maryland	262	261	263
Massachusetts	269	269	271
Michigan	—	—	265
Minnesota[†]	267	265	—
Mississippi	251 *	251 *	255
Missouri	263 *,**	262 *,**	268
Montana[†]	270	271	270
Nebraska	—	—	270
Nevada	257 *,**	258 *,**	251
New Mexico	258 *	258 *,**	254
New York[†]	266	265	264
North Carolina	264	262	265
North Dakota[†]	—	—	268
Ohio	—	—	268
Oklahoma	265 *	265 *	262
Oregon[†]	266	266	268
Pennsylvania	—	—	265
Rhode Island	262	264 *	262
South Carolina	255	255	258
Tennessee[†]	259	258	260
Texas	262	261	262
Utah	265	263	263
Vermont	—	—	272
Virginia	266	266	269
Washington[†]	265	264 *	268
West Virginia	262	262	264
Wisconsin[†]	266	265	—
Wyoming	262	263	265
Other Jurisdictions			
American Samoa	—	—	198
District of Columbia	236	236	240
DDESS[2]	269	268	272
DoDDS[3]	269 *,**	269 *,**	273
Guam	—	—	240
Virgin Islands	233 *	231 *,**	241

— Indicates that the jurisdiction did not participate or did not meet minimum participation guidelines for reporting.

[†] Indicates that the jurisdiction did not meet one or more of the guidelines for school participation in 2002.

* Significantly different from 2002 when only one jurisdiction or the nation is being examined.

** Significantly different from 2002 when using a multiple-comparison procedure based on all jurisdictions that participated both years.

[1] National results that are presented for assessments prior to 2002 are based on the national sample, not on aggregated state assessment samples.

[2] Department of Defense Domestic Dependent Elementary and Secondary Schools.

[3] Department of Defense Dependents Schools (Overseas).

NOTE: Comparative performance results may be affected by changes in exclusion rates for students with disabilities and limited English proficient students in the NAEP samples.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998 and 2002 Reading Assessments.

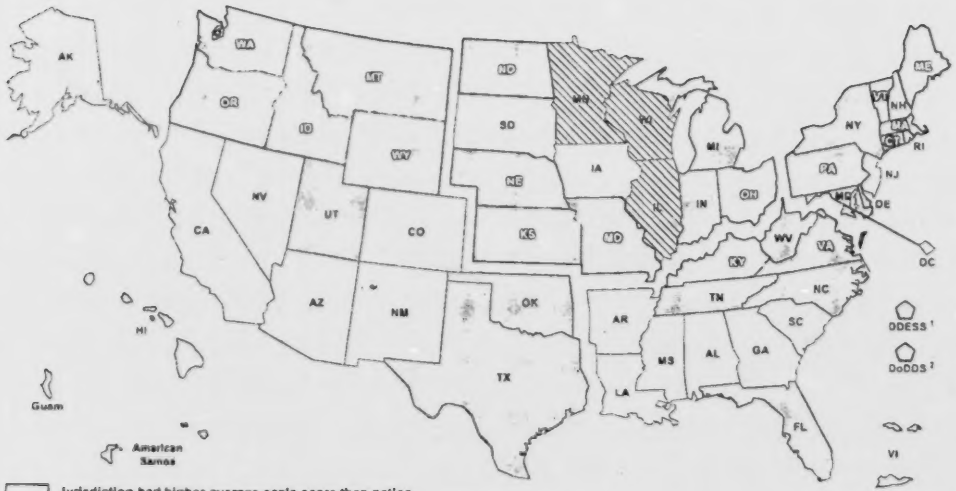
Figures A and B show how the performance of students in participating states and other jurisdictions compares to the performance of students in the national public-school sample.

Of the 48 states and other jurisdictions that had their results reported in 2002 at grade 4, 26 had scores that were higher than the national average score, 7 had scores that were not found to be statistically different from the national average, and 15 had scores that were lower than the national average.

Of the 47 states and other jurisdictions that had results reported in 2002 at grade 8, 20 had scores that were higher than the national average score, 12 had scores that were not found to differ significantly from the national average, and 15 had scores that were lower than the national average.

Figure A. Comparison of state and national public school average reading scores, grade 4: 2002

Figure B. Comparison of state and national public school average reading scores, grade 8: 2002



Jurisdiction had higher average scale score than nation.
Jurisdiction was not found to be significantly different from nation in average scale score.
Jurisdiction had lower average scale score than nation.
Jurisdiction did not meet minimum participation rate guidelines.
Jurisdiction did not participate in the NAEP 2002 Reading State Assessment.

[1] Department of Defense Domestic Dependent Elementary and Secondary Schools.

[2] Department of Defense Dependents Schools (Overseas).

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2002 Reading Assessment.

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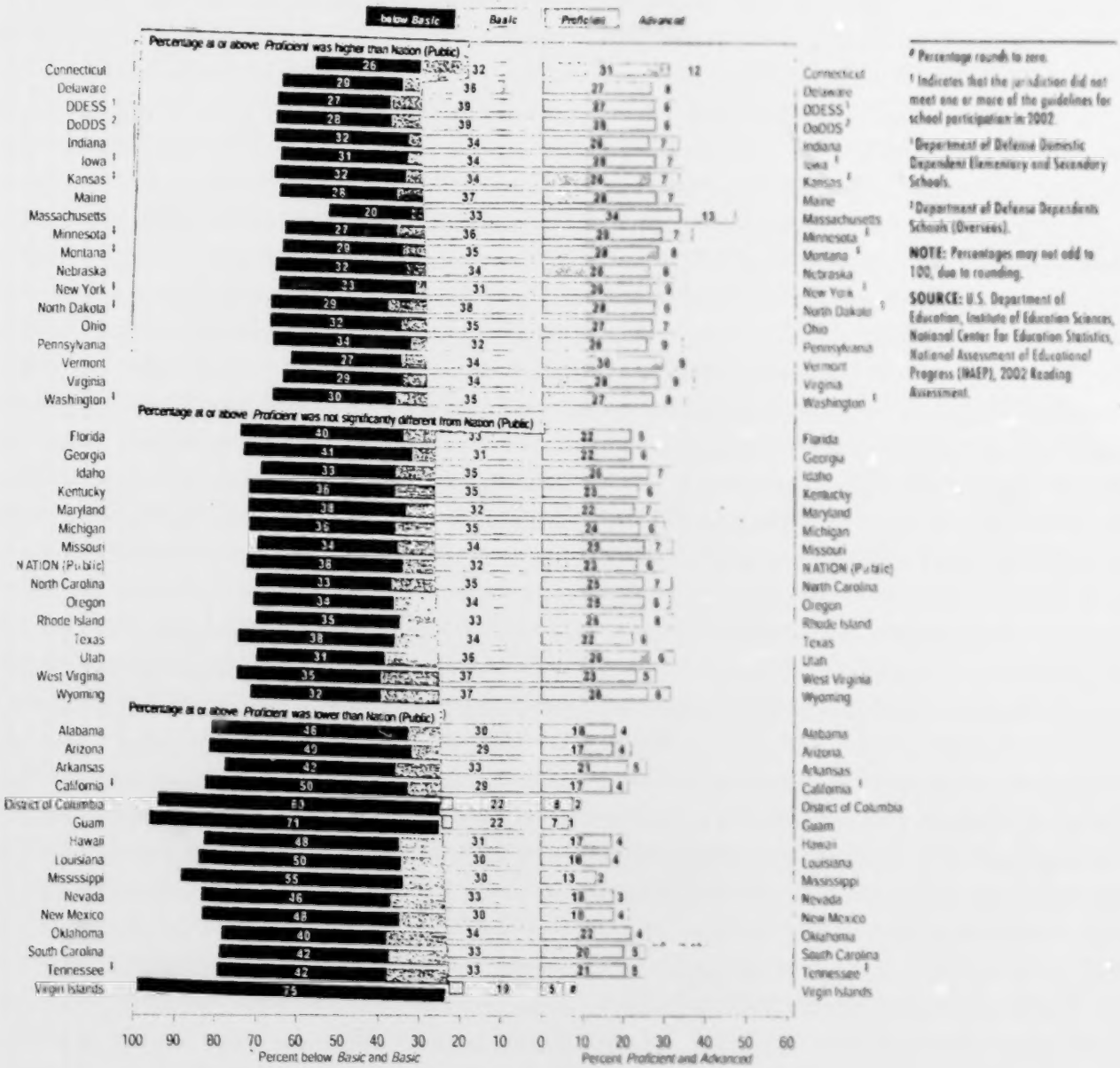
Achievement Level Results

The following figures show the percentages of fourth- and eighth-graders at each achievement level for the states and other jurisdictions that had results reported in the 2002 reading assessment. Figure C shows this information for grade 4, figure D for grade 8. In both figures, the shaded bars represent the proportion of students at each of three achievement levels: *Basic*, *Proficient*, and *Advanced*—as well as the proportion below *Basic*. The central vertical line divides the proportion of students who fell below the *Proficient* level (i.e., at *Basic* or below *Basic*) from those who performed at or above the *Proficient* achievement level (i.e., at *Proficient* or at *Advanced*). Scanning down the horizontal bars to the right of the vertical line allows

Figure C. Percentage of students within each reading achievement level range, grade 4 public schools: By state, 2002


Below Basic
Basic
Proficient
Advanced
Percentage at or above Proficient was higher than Nation (Public)
Connecticut 26 32 31 12
Delaware 20 36 27 8
DDESS 1 27 39 27 6
DoDDS 2 28 39 28 6
Indiana 32 34 26 7
Iowa 1 31 34 28 7
Kansas 1 32 34 26 7
Maine 28 37 28 7
Massachusetts 20 33 34 13
Minnesota 1 27 36 29 7
Montana 1 29 35 28 8
Nebraska 32 34 26 6
New York 1 33 31 26 9
North Dakota 1 29 38 28 6
Ohio 32 35 27 7
Pennsylvania 34 32 26 9
Vermont 27 34 30 9
Virginia 29 34 28 9
Washington 1 30 35 27 8
Percentage at or above Proficient was not significantly different from Nation (Public)
Florida 40 33 22 6
Georgia 41 31 22 6
Idaho 33 35 26 7
Kentucky 36 35 23 6
Maryland 38 32 22 7
Michigan 36 35 24 6
Missouri 34 34 25 7
NATION (Public) 38 32 23 6
North Carolina 33 35 25 7
Oregon 34 34 25 8
Rhode Island 35 33 24 8
Texas 38 34 22 6
Utah 31 36 26 6
West Virginia 35 37 23 5
Wyoming 32 37 26 6
Percentage at or above Proficient was lower than Nation (Public)
Alabama 46 30 18 4
Arizona 49 29 17 4
Arkansas 42 33 21 5
California 1 50 29 17 4
District of Columbia 63 22 8 2
Guam 71 22 7 1
Hawaii 48 31 17 4
Louisiana 50 30 16 4
Mississippi 55 30 13 2
Nevada 46 33 18 3
New Mexico 48 30 18 4
Oklahoma 40 34 22 4
South Carolina 42 33 20 5
Tennessee 1 42 33 21 5
Virgin Islands 75 19 5 #
100 90 80 70 60 50 40 30 20 10 0 10 20 30 40 50 60
Percent below Basic and Basic
Percent Proficient and Advanced

Percentage rounds to zero.

1 Indicates that the jurisdiction did not meet one or more of the guidelines for school participation in 2002.

2 Department of Defense Domestic Dependent Elementary and Secondary Schools.

3 Department of Defense Dependents Schools (Overseas).

NOTE: Percentages may not add to 100, due to rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2002 Reading Assessment.

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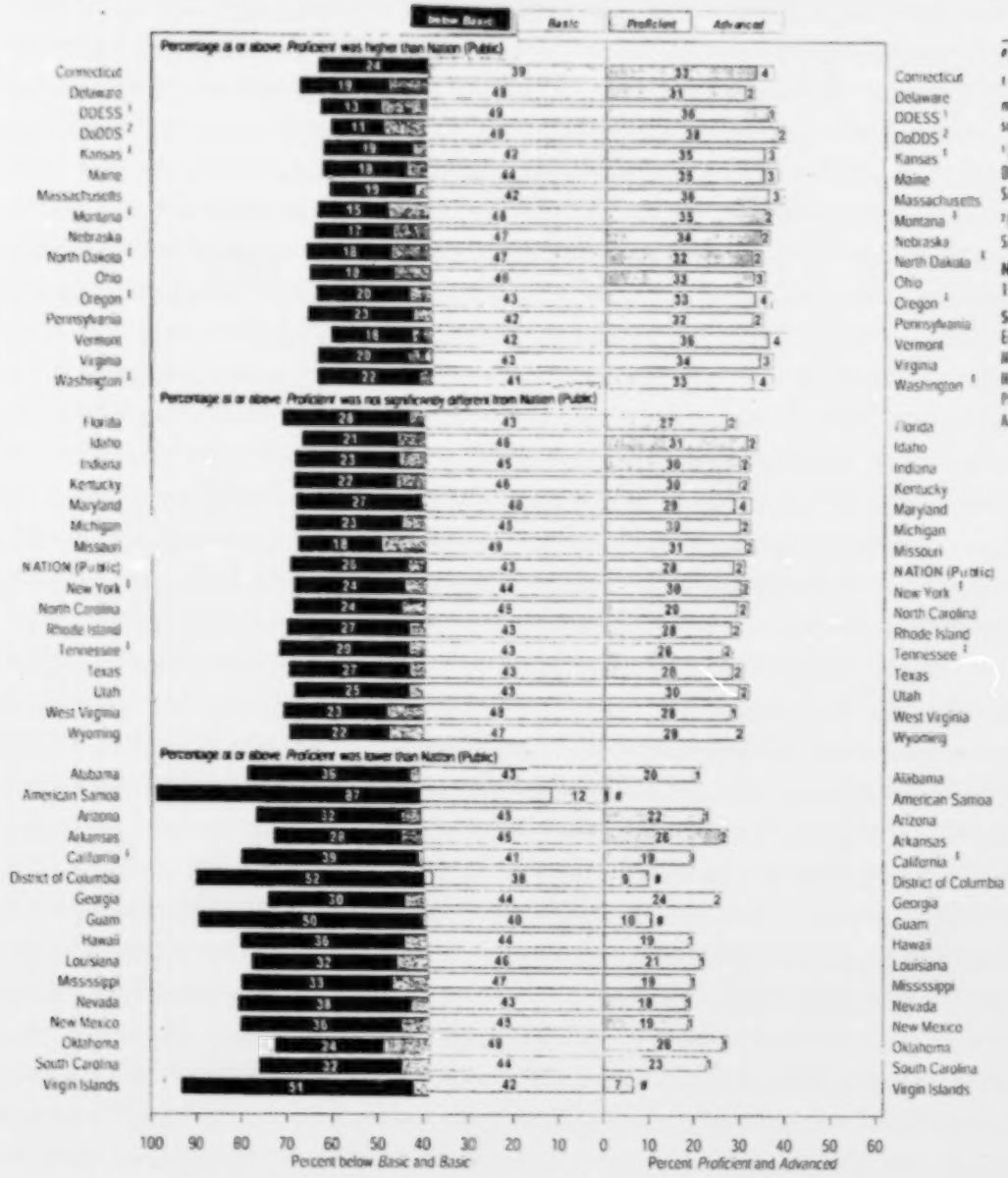
easy comparison of states' and jurisdictions' percentages of students at or above *Proficient*—the achievement level identified by the National Assessment Governing Board (NAGB) as the standard all students should reach.

At grade 4, as shown in figure C, 19 states and other jurisdictions had higher percentages of students at or above *Proficient* than the nation. 14 had percentages that were not found to be statistically different from the nation, and 15 had percentages that were lower than the nation.

At grade 8, as shown in figure D, 16 states and other jurisdictions had higher percentages of students at or above *Proficient* than the nation. 15 had percentages that were not found to be significantly different from the nation, and 16 had percentages that were lower than the nation.

Figure D. Percentage of students within each reading achievement level range, grade 8 public schools: By state, 2002



Percentage rounds to zero.

1 Indicates that the jurisdiction did not meet one or more of the guidelines for school participation in 2002.

1 Department of Defense Domestic Dependent Elementary and Secondary Schools.

2 Department of Defense Dependents Schools (Overseas).

NOTE: Percentages may not add to 100, due to rounding.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2002 Reading Assessment.

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Students Performing at or Above *Proficient* in Reading

The percentage of students at or above the *Proficient* level across years is presented in table C for grade 4 and in table D for grade 8. The percentage of fourth-graders at or above *Proficient* increased from 1998 to 2002 in 11 jurisdictions and decreased in 1 jurisdiction. Since 1992, the percentage of fourth-graders at or above *Proficient* has increased in 17 jurisdictions. The percentage of eighth-graders at or above *Proficient* has increased since 1998 in 5 jurisdictions and declined in 1 jurisdiction.

Table C. Percentage of students at or above *Proficient* in reading, grade 4 public schools: By state, 1992–2002

	Accommodations not permitted			Accommodations permitted	
	1992	1994	1998	1998	2002
Nation (Public) [1]	27 *	28	29	28	30
Alabama	20	23	24	24	22
Arizona	21	24	22	22	22
Arkansas	23	24	23	23	26
California [1]	19	18	20	20	21
Colorado	25	28	34	33	—
Connecticut	34 *,**	38 *	46	43	43
Delaware	24 *,**	23 *,**	25 *,**	22 *,**	35
Florida	21 *,**	23 *	23 *	22 *,**	27
Georgia	25	26	24	24 *	28
Hawaii	17 *	19	17 *	17 *	21
Idaho	28 *	—	—	—	32
Indiana	30	33	—	—	33
Iowa [1]	36	35	35	33	35
Kansas [1]	—	—	34	34	34
Kentucky	23 *,**	26	29	29	30
Louisiana	15 *,**	15 *,**	19	17	20
Maine	36	41 *,**	36	35	35
Maryland	24 *,**	26	29	27	30
Massachusetts	36 *,**	36 *,**	37 *,**	35 *,**	47
Michigan	26	—	28	28	30
Minnesota [1]	31 *,**	33	36	35	37
Mississippi	14	18	18	17	16
Missouri	30	31	29	28	32
Montana [1]	—	35	37	37	36
Nebraska	31	34	—	—	34
Nevada	—	—	21	20	21
New Hampshire	38	36	38	37	—
New Jersey	35	33	—	—	—
New Mexico	23	21	22	21	21
New York [1]	27 *,**	27 *,**	29 *	29 *	35
North Carolina	25 *,**	30	28 *	27 *	32
North Dakota [1]	35	38	—	—	34
Ohio	27 *,**	—	—	—	34
Oklahoma	29	—	30	30 *	26
Oregon	—	—	28	26 *	31
Pennsylvania	32	30 *	—	—	34
Rhode Island	28 *	32	32	31	32
South Carolina	22 *	20 *,**	22	22	26
Tennessee [1]	23	27	25	25	25
Texas	24	26	29	28	28
Utah	30	30	28 *	28 *	33
Vermont	—	—	—	—	39
Virginia	31 *,**	26 *,**	30 *,**	30 *,**	37
Washington [1]	—	27 *,**	29 *	30 *	35
West Virginia	25	26	29	28	28
Wisconsin [1]	33	35	34	34	—
Wyoming	33	32	30	29	31
Other Jurisdictions					
District of Columbia	10	8	10	10	10
DDESS [2]	—	—	32	32	34
DoDDS [3]	—	28 *,**	34	33	33
Guam	8	8	—	—	8
Virgin Islands	3 *,**	—	8	7	6

— Indicates that the jurisdiction did not participate or did not meet minimum participation guidelines for reporting.

[1] Indicates that the jurisdiction did not meet one or more of the guidelines for school participation in 2002.

* Significantly different from 2002 when only one jurisdiction or the nation is being examined.

** Significantly different from 2002 when using a multiple-comparison procedure based on all jurisdictions that participated both years.

[1] National results that are presented for assessments prior to 2002 are based on the national sample, not an aggregated state assessment samples.

[2] Department of Defense Domestic Dependent Elementary and Secondary Schools.

[3] Department of Defense Dependents Schools (Overseas).

NOTE: Comparative performance results may be affected by changes in exclusion rates for students with disabilities and limited English proficient students in the NAEP samples.

In addition to allowing for accommodations, the accommodations-permitted results for national public schools at grade 4 (1998 and 2002) differ slightly from previous years' results, and from previously reported results for 1998, due to changes in sample weighting procedures. See appendix A of the full report card for more details.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1992, 1994, 1998, and 2002 Reading Assessments.

Table D. Percentage of students at or above *Proficient* in reading, grade 8 public schools: By state, 1998 and 2002

	Accommodations not permitted	Accommodations permitted	
	1998	1998	2002
Nation (Public) [1]	31	30	31
Alabama	21	22	21
Arizona	28 *	27	23
Arkansas	23 *	23	27
California [!]	22	21	20
Colorado	30	30	—
Connecticut	42 *	40	37
Delaware	25 *,**	23 *,**	33
Florida	23 *	23 *	29
Georgia	25	25	26
Hawaii	19	19	20
Idaho	—	—	34
Indiana	—	—	32
Kansas [!]	35	36	38
Kentucky	29	30	32
Louisiana	18 *	17 *	22
Maine	42	41	38
Maryland	31	31	32
Massachusetts	36	38	39
Michigan	—	—	32
Minnesota [!]	37	36	—
Mississippi	19	19	20
Missouri	29	28 *	33
Montana [!]	38	40	37
Nebraska	—	—	36
Nevada	24 *	23 *	19
New Mexico	24	23	20
New York [!]	34	32	32
North Carolina	31	30	32
North Dakota [!]	—	—	35
Ohio	—	—	35
Oklahoma	29	30	28
Oregon [!]	33	35	37
Pennsylvania	—	—	35
Rhode Island	30	32	30
South Carolina	22	22	24
Tennessee [!]	26	27	28
Texas	28	27	31
Utah	31	31	32
Vermont	—	—	40
Virginia	33	33	37
Washington [!]	32 *	32 *	37
West Virginia	27	28	29
Wisconsin [!]	33	34	—
Wyoming	29	31	31
Other Jurisdictions			
American Samoa	—	—	1
District of Columbia	12	11	10
DDESS [2]	37	39	37
DoDDS [3]	36	37	40
Guam	—	—	11
Virgin Islands	10	9	7

— Indicates that the jurisdiction did not participate or did not meet minimum participation guidelines for reporting.

[!] Indicates that the jurisdiction did not meet one or more of the guidelines for school participation in 2002.

* Significantly different from 2002 when only one jurisdiction or the nation is being examined.

** Significantly different from 2002 when using a multiple-comparison procedure based on all jurisdictions that participated both years.

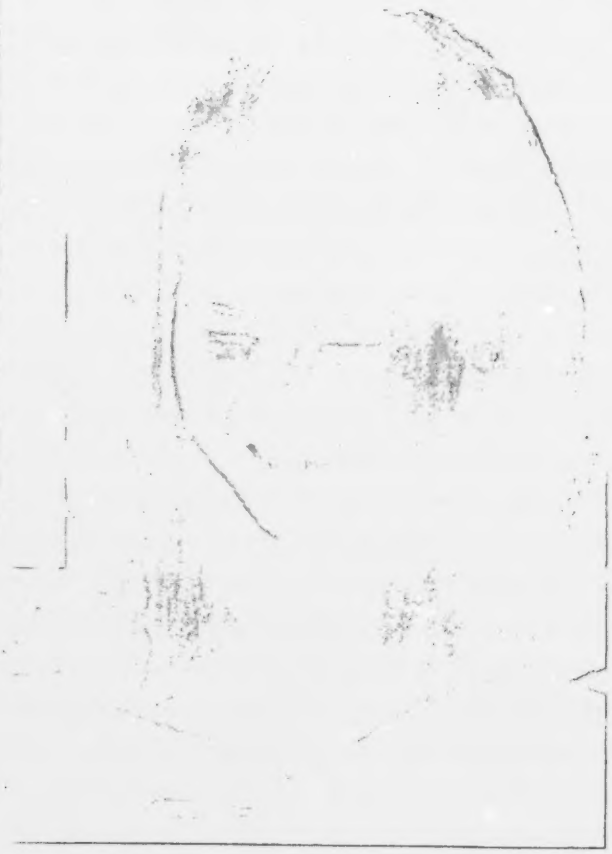
[1] National results that are presented for assessments prior to 2002 are based on the national sample, not on aggregated state assessment samples.

[2] Department of Defense Domestic Dependent Elementary and Secondary Schools.

[3] Department of Defense Dependents Schools (Overseas).

NOTE: Comparative performance results may be affected by changes in exclusion rates for students with disabilities and limited English proficient students in the NAEP samples.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998 and 2002 Reading Assessments.



Subgroup Results Reveal How Various Groups of Students Performed on NAEP

In addition to reporting information on all students' performance on its assessments, NAEP also studies the performance of various subgroups of students. The reading performance of subgroups of students in 2002 indicates whether they have progressed since earlier assessments and allows for comparisons with the performance of other subgroups in 2002.

When reading these subgroup results, it is important to keep in mind that there is no simple, cause-and-effect relationship between membership in a subgroup and achievement in NAEP. A complex mix of educational and socioeconomic factors may interact to affect student performance.

Average Reading Scores by Gender

The figures below present average reading scores for males and females across assessment years.

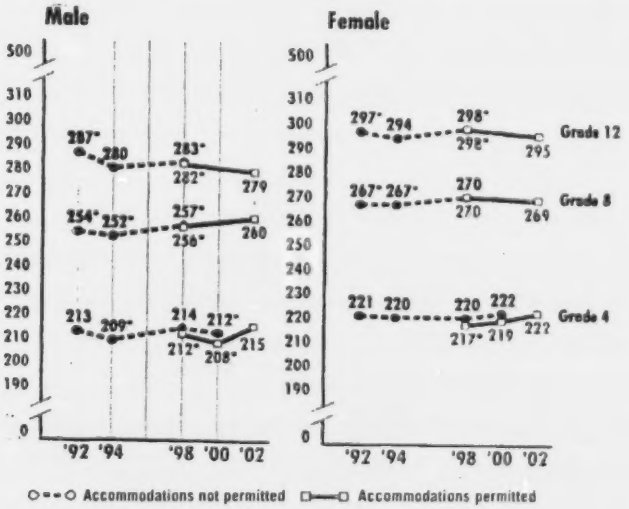
The average scores for male and female fourth-graders were higher in 2002 than in 1998 but were not found to be significantly different from the scores in 1992.

The average reading scores for both male and female eighth-graders were higher in 2002 than in 1992 and 1994.

While the reading score for eighth-grade males increased between 1998 and 2002, the average score for females in 2002 was not found to be significantly different from that in 1998.

The average reading scores for both male and female twelfth-graders decreased between 1998 and 2002, resulting in average scores that were lower than in 1992 for both groups.

Average reading scale scores, by gender, grades 4, 8, and 12: 1992–2002



* Significantly different from 2002.

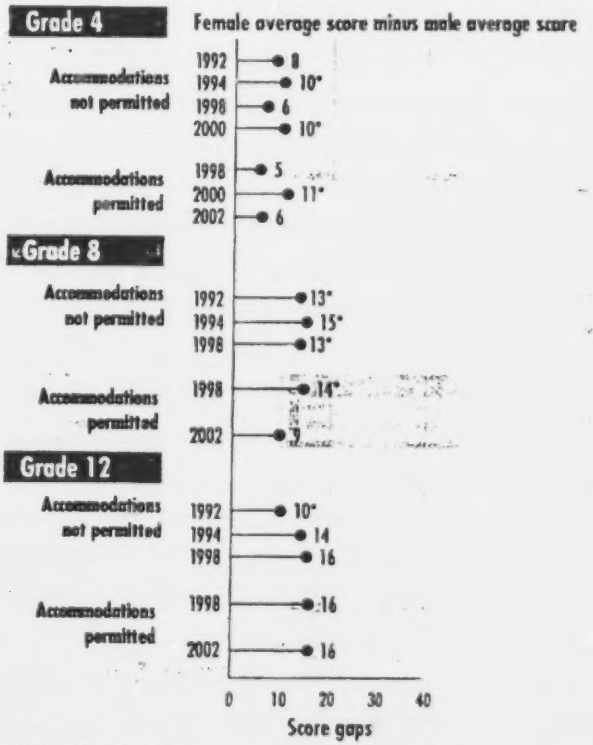
NOTE: Scale score results when testing accommodations were not permitted are shown in darker print, and when accommodations were permitted in lighter print.

In addition to allowing for accommodations, the accommodations-permitted results at grade 4 (1998–2002) differ slightly from previous years' results, and from previously reported results for 1998 and 2000, due to changes in sample weighting procedures. See appendix A of the full report card for more details.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1992, 1994, 1998, 2000, and 2002 Reading Assessments.

Average Reading Score Gaps Between Males and Females

In 2002, the difference in average reading scale scores favoring females over males was 6 score points at grade 4, 9 points at grade 8, and 16 points at grade 12. While this represents a narrowing of the gap since 2000 at grade 4, the gap in 2002 was not found to be significantly different from 1992. The gap in 2002 at grade 8 was smaller than in all prior assessment years. The scale score gap between male and female twelfth-graders was larger in 2002 than in 1992.



* Significantly different from 2002.

NOTE: Score gaps are calculated based on differences between unrounded average scale scores.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1992, 1994, 1998, 2000, and 2002 Reading Assessments.

Achievement Level Results by Gender

The percentages of male and female students at or above the *Basic* and *Proficient* reading achievement levels are presented below.

At grade 4, the percentages of males at or above the *Basic* and *Proficient* levels were higher in 2002 than in 2000 but were not found to differ significantly from 1992. The percentages of female fourth-graders at or above *Basic* and *Proficient* were higher in 2002 than in 1998, but were not found to differ significantly from 1992.

At grade 8, the percentage of males at or above *Basic* was higher in 2002 than in any of the previous reading assessment years. The percentage of males at or above *Proficient* in 2002 was higher than that in 1992 and 1994. The percentage of eighth-grade females at or above *Basic* in 2002 was higher than in 1992 and 1994, while no significant change was detected in the percentage at or above *Proficient*.

At grade 12, the percentages of males and females at or above *Basic* were lower in 2002 than in 1992. The percentages of males at or above *Proficient* was lower in 2002 than in 1992 while there was no significant change detected since 1992 for females.

Percentages of students at or above *Basic* and *Proficient* in reading, by gender, grades 4, 8, and 12: 1992–2002

Grade 4	Accommodations not permitted				Accommodations permitted		
	1992	1994	1998	2000	1998	2000	2002
Male							
At or above *Proficient*	25	26	28	27	27	25*	28
At or above *Basic*	58	55*	59	58	57*	55*	61
Female							
At or above *Proficient*	32	34	33	36	32*	34	35
At or above *Basic*	67	66	65	67	62*	64	67
Grade 8							
Male							
At or above *Proficient*	23*	23*	27	—	26	—	28
At or above *Basic*	64*	62*	68*	—	67*	—	71
Female							
At or above *Proficient*	35	36	40	—	39	—	38
At or above *Basic*	76*	77*	81	—	80	—	80
Grade 12							
Male							
At or above *Proficient*	34*	29	32*	—	32*	—	28
At or above *Basic*	75*	69	70*	—	70	—	67
Female							
At or above *Proficient*	46	43	48*	—	48*	—	44
At or above *Basic*	84*	80	83*	—	83	—	80

— Data were not collected at grades 8 and 12 in 2000.

*Significantly different from 2002.

NOTE: In addition to allowing for accommodations, the accommodations-permitted results at grade 4 (1998–2002) differ slightly from previous years' results, and from previously reported results for 1998 and 2000, due to changes in sample weighting procedures. See appendix A of the full report card for more details.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1992, 1994, 1998, 2000, and 2002 Reading Assessments.

Average Reading Scores by Race/Ethnicity

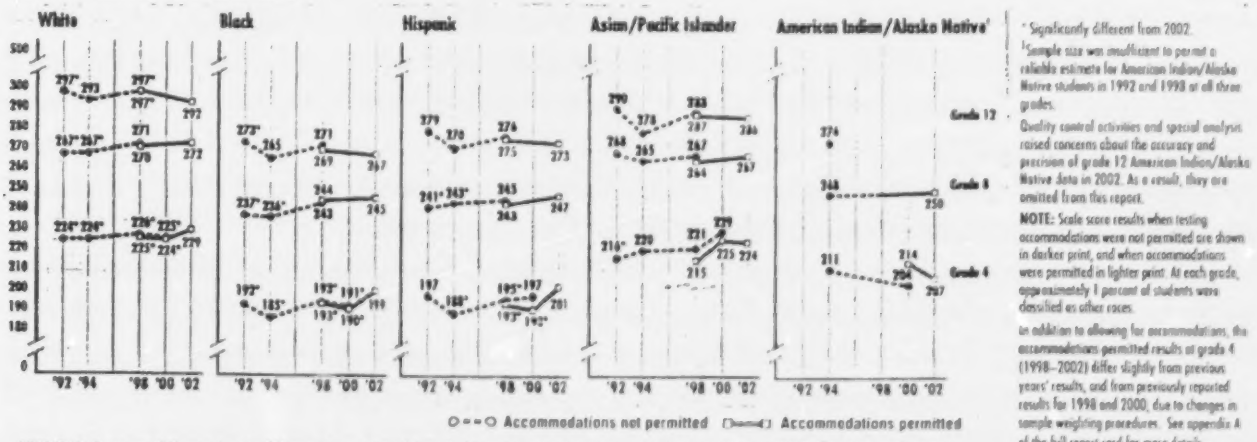
Based on information obtained from school records, students who took the NAEP reading assessment were identified as belonging to one of the racial/ethnic subgroups identified in the figures below. The results presented here for 1992 through 2000 differ from those presented in earlier reading reports in which results were reported for the same five racial/ethnic subgroups listed below based on student self-identification.

At grade 4, both White students and Black students had higher average reading scores in 2002 than in any of the previous assessment years. The average score for Hispanic students in 2002 was higher than in 1994, 1998, and 2000 but was not found to be significantly different from 1992. The average score in 2002 was higher than that in 1992 for Asian/Pacific Islander students.

At grade 8, average reading scores in 2002 were higher than those in 1992 and 1994 for White, Black, and Hispanic students.

At grade 12, the average scores for White students and Black students in 2002 were lower than in 1992.

In 2002, White students and Asian/Pacific Islander students had higher average scores than Black and Hispanic students, and White students outperformed Asian/Pacific Islander students at all three grades. In addition, White and Asian/Pacific Islander students scored higher on average than American Indian/Alaska Native students at grades 4 and 8.



* Significantly different from 2002.
[!]Sample size was insufficient to permit a reliable estimate for American Indian/Alaska Native students in 1992 and 1998 at all three grades.

Quality control activities and special analysis raised concerns about the accuracy and precision of grade 12 American Indian/Alaska Native data in 2002. As a result, they are omitted from this report.

NOTE: Scale score results when testing accommodations were not permitted are shown in darker print, and when accommodations were permitted in lighter print. At each grade, approximately 1 percent of students were classified as other races.

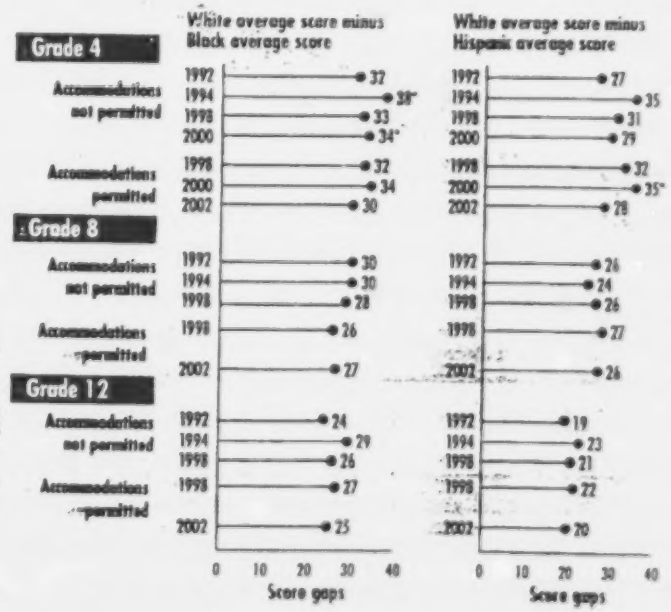
In addition to allowing for accommodations, the accommodations permitted results at grade 4 (1998–2002) differ slightly from previous years' results, and from previously reported results for 1998 and 2000, due to changes in sample weighting procedures. See appendix A of the full report card for more details.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1992, 1994, 1998, 2000, and 2002 Reading Assessments.

Average Reading Score Gaps Between Selected Racial/Ethnic Subgroups

Average score gaps across assessment years between White students and Black students and between White students and Hispanic students are presented in the figures shown to the right.

The score gap between White and Black fourth-graders was smaller in 2002 than in 1994 and the gap between White and Hispanic fourth-graders narrowed between 2000 and 2002 but neither was found to differ significantly from 1992. At grades 8 and 12, no significant change in either gap was seen across the assessment years.



* Significantly different from 2002.

NOTE: Score gaps are calculated based on differences between unrounded average scale scores.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1992, 1994, 1998, 2000, and 2002 Reading Assessments.

Achievement Level Results by Race/Ethnicity

Achievement level results for the racial/ethnic subgroups are presented in the figures below. At grade 4, the percentages of White and Black students at or above *Basic* were higher in 2002 than in any of the previous assessment years, and the percentages at or above *Proficient* were higher in 2002 than in 1992 and 1994 for both groups. The percentage of Hispanic students at or above *Basic* in 2002 was higher than in 1994 but was not found to differ significantly from 1992. The percentage of Asian/Pacific Islander students at or above *Proficient* was higher in 2002 compared to 1992.

At grade 8, the percentages of White students and Black students at or above the *Basic* and *Proficient* levels were higher in 2002 than in 1992 and 1994. The percentage of White students at or above *Basic* was also higher in 2002 than in 1998. A higher percentage of Hispanic students were at or above *Basic* in 2002 than in 1992 and 1994.

At grade 12, the percentages of White students at or above the *Basic* and *Proficient* levels were lower in 2002 than in 1992 and 1998.

Percentages of students at or above *Basic* and *Proficient*, by race/ethnicity, grades 4, 8, and 12: 1992–2002

Grade 4	Accommodations not permitted				Accommodations permitted		
	1992	1994	1998	2000	1998	2000	2002
White							
At or above *Proficient*	35*	36*	38	39	37*	38	41
At or above *Basic*	71*	70*	72*	72*	70*	70*	75
Black							
At or above *Proficient*	8*	8*	10	11	10	10	12
At or above *Basic*	32*	30*	35*	35*	34*	35*	40
Hispanic							
At or above *Proficient*	12	12	13	15	13	13	15
At or above *Basic*	39	34*	38	41	37	37	44
Asian/Pacific Islander							
At or above *Proficient*	25*	36	34	44	30	41	37
At or above *Basic*	60	66	63	75	58	70	70
American Indian/ Alaska Native							
At or above *Proficient*	!	30	!	22	!	28	22
At or above *Basic*	!	59	!	60	!	63	51

Grade 8							
White							
At or above *Proficient*	35*	35*	40	—	39	—	41
At or above *Basic*	77*	77*	82	—	81*	—	84
Black							
At or above *Proficient*	9*	10*	13	—	13	—	13
At or above *Basic*	45*	43*	52	—	53	—	55
Hispanic							
At or above *Proficient*	13	15	15	—	14	—	15
At or above *Basic*	49*	51*	54	—	53	—	57
Asian/Pacific Islander							
At or above *Proficient*	37	34	35	—	33	—	36
At or above *Basic*	76	72	77	—	75	—	76
American Indian/ Alaska Native							
At or above *Proficient*	!	19	!	—	!	—	17
At or above *Basic*	!	58	!	—	!	—	61

Grade 12	Accommodations not permitted				Accommodations permitted		
	1992	1994	1998	2000	1998	2000	2002
White							
At or above *Proficient*	46*	42	47*	—	47*	—	42
At or above *Basic*	85*	80	83*	—	82*	—	79
Black							
At or above *Proficient*	18	13	18	—	17	—	16
At or above *Basic*	61	52	58	—	57	—	54
Hispanic							
At or above *Proficient*	23	20	25	—	24	—	22
At or above *Basic*	67	58	64	—	62	—	61
Asian/Pacific Islander							
At or above *Proficient*	40	29	37	—	38	—	34
At or above *Basic*	77	67	75	—	74	—	73
American Indian/ Alaska Native							
At or above *Proficient*	!	20	!	—	!	—	!
At or above *Basic*	!	61	!	—	!	—	!

— Data were not collected.

*Significantly different from 2002.

!Reporting standards were not met. Quality control activities and special analysis raised concerns about the accuracy and precision of grade 12 American Indian/Alaska Native data in 2002. As a result, they are omitted from this report.

NOTE: At each grade, approximately 1 percent of students were classified as other races.

In addition to allowing for accommodations, the accommodations permitted results at grade 4 (1998–2002) differ slightly from previous years' results, and from previously reported results for 1998 and 2000, due to changes in sample weighting procedures. See appendix A of the full report card for more details.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1992, 1994, 1998, 2000, and 2002 Reading Assessments.

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Sample Reading Questions

A better understanding of students' performance on the NAEP 2002 reading assessment can be gained by examining sample test questions and students' responses to them. The questions shown here were used in the 2002 reading assessment. The tables that accompany these sample questions show two types of percentages: the overall percentage of students answering the question successfully and the percentage of students at each achievement level answering successfully. For the multiple-choice questions shown, the oval corresponding to the correct multiple-choice response is filled in and for the constructed-response questions sample student responses are presented. In addition, the reading context and reading aspect are identified for each sample question. Additional sample questions can be viewed on the NAEP web site at http://nces.ed.gov/nationsreportcard/itmrls.

Grade 4 Sample Questions and Responses

Fourth-Grade Multiple-Choice Question

The fourth-grade reading comprehension questions presented here were based on the short story "The Box in the Barn," by Barbara Eckfield Connor. Jason, the story's main character, learns a lesson about the risks of snooping when he accidentally lets loose a puppy he believes to be his sister's birthday present. After a day of worry and guilt, Jason is relieved and excited to learn that his father has rescued the puppy, which turns out to be a surprise gift for the boy.

This sample question asked students to choose an answer to explain the character's motivation.

	Percentage correct			
Overall percentage correct	Below *Basic* 207 or below[1]	At *Basic* 208–237[1]	At *Proficient* 238–267[1]	At *Advanced* 268 or above[1]
77	48	87	96	99

[1]NAEP reading composite scale range.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2002 Reading Assessment.

When Megan spoke to Jason in the tall weeds, she was concerned that

- Ⓐ she wouldn't get enough presents
- Ⓑ her dad wouldn't get back in time for the party
- Ⓒ something was wrong with Jason
- Ⓓ the puppy was missing from the box

Reading Context:	Reading Aspect:
Reading for Literary Experience	Developing Interpretation

Fourth-Grade Multiple-Choice Question

This question asked students to identify dialogue that illustrates a character's feelings within the story.

	Percentage correct			
Overall percentage correct	Below *Basic* 207 or below[1]	At *Basic* 208–237[1]	At *Proficient* 238–267[1]	At *Advanced* 268 or above[1]
60	37	63	80	90

[1]NAEP reading composite scale range.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2002 Reading Assessment.

What does Megan say in the story that shows how she felt about Jason's getting a gift on her birthday?

Ⓐ "Jason, Jason, I'm six years old."

Ⓑ "Are you ok?"

Ⓒ "Let's see what Dad wants."

Ⓓ "Isn't he wonderful, Jason?"

Reading Context:	Reading Aspect:
Reading for Literary Experience	Examining Content and Structure

Grade 8 Sample Questions and Responses

Eighth-Grade Multiple-Choice Question

The eighth-grade reading comprehension questions presented here were based on "The Sharebots," by Carl Zimmer. This article explains the work of a Brandeis University computer scientist, Maya Mataric, who programmed her "Nerd Herd," a squad of 14 small robots, to socialize and cooperate for efficient task management.

This question is a vocabulary item asking students to use contextual clues to determine the meaning of a word.

	Percentage correct			
Overall percentage correct	Below *Basic* 242 or below[1]	At *Basic* 243–280[1]	At *Proficient* 281–322[1]	At *Advanced* 323 or above[1]
57	41	51	73	91

[1]NAEP reading composite scale range.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2002 Reading Assessment.

The following sentence appears in the next-to-last paragraph of the article:

"With this simple social contract, the robots needed only 15 minutes of practice to become altruistic."

Based on how the word is used in the article, which of the following best describes what it means to be altruistic?

- Ⓐ To engage in an experiment
- Ⓑ To provide assistance to others
- Ⓒ To work without taking frequent breaks
- Ⓓ To compete with others for the highest score

Reading Context:	Reading Aspect:
Reading for Information	Developing Interpretation

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Eighth-Grade Short Constructed-Response Question

This question measured students' ability to judge the appropriateness of the article's title and to provide information from the text to support their reasoning. Answers to this question were scored on three levels: evidence of "Full Comprehension," evidence of "Partial or Surface Comprehension," or evidence of "Little or No Comprehension."

This sample response reflects "Full Comprehension" because it offers appropriate evidence from the article directly supporting the idea that the robots shared information.

Percentage "Full Comprehension"

Overall percentage "Full Comprehension"	Below *Basic* 242 or below[1]	At *Basic* 243–280[1]	At *Proficient* 281–322[1]	At *Advanced* 323 or above[1]
40	16	37	60	82

[1]NAEP reading composite scale range.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2002 Reading Assessment.

Sample "Full Comprehension" Response

Do you think "The Sharebots" is a good title for this article? Explain why or why not, using information from the article.

It is a good title because the robots share information on location of pucks and who retrieves them.

Reading Context:	Reading Aspect:
Reading for Information	Forming a General Understanding

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Grade 12 Sample Questions and Responses

Twelfth-Grade Multiple-Choice Question

The twelfth-grade reading comprehension questions presented here were based on "Address to the Broadcasting Industry," by Newton Minow. This selection is the text of Minow's 1961 speech to the National Association of Broadcasters, in which he describes American television programming as "a vast wasteland."

In this question, students were asked to choose the answer that best describes the kind of support that Minow used to defend his position.

	Percentage correct			
Overall percentage correct	Below *Basic* 264 or below[1]	At *Basic* 265–301[1]	At *Proficient* 302–345[1]	At *Advanced* 346 or above[1]
72	52	71	84	92

[1] NAEP reading composite scale range.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2002 Reading Assessment.

Mr. Minow mainly supported his position with

- Ⓐ personal opinions
- Ⓑ rating statistics
- Ⓒ recommendations from advertisers
- Ⓓ newspaper articles

Reading Context:	Reading Aspect:
Reading for Information	Examining Content and Structure

Twelfth-Grade Short Constructed-Response Question

This question measured students' ability to link information from across the text in order to explain Minow's meaning of "a vast wasteland." Answers to this question were scored on three levels: evidence of "Full Comprehension," evidence of "Partial or Surface Comprehension," or evidence of "Little or No Comprehension."

This response was rated "Full Comprehension" because it demonstrates a clear understanding of Minow's concern and provides a supporting example from the speech.

	Percentage "Full Comprehension"			
Overall percentage "Full Comprehension"	Below *Basic* 264 or below[1]	At *Basic* 265–301[1]	At *Proficient* 302–345[1]	At *Advanced* 346 or above[1]
27	5	22	43	63

[1] NAEP reading composite scale range.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2002 Reading Assessment.

Sample "Full Comprehension" Response

Why did Mr. Minow refer to television as "a vast wasteland"? Give an example from the speech to support your answer.

He called TV a vast wasteland because there is hardly anything worth watching. He used bad game shows and Westerns as examples

Reading Context:	Reading Aspect:
Reading for Information	Developing Interpretation

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The Nation's Report Card

Reading Highlights 2002

National Center for Education Statistics

on the Web

http://nces.ed.gov/nationsreportcard

The NAEP web site offers a wealth of assessment information, publications, and analysis tools, including

- fast "one-stop" access to free NAEP publications and assessment data
- national and state "report cards" on student achievement in core subject areas such as reading, mathematics, and science
- sample questions, student answers, and scoring guides
- interactive data analysis tool and student performance results from past NAEP assessments

More information

Additional results and detailed information about the NAEP 2002 reading assessment can be found on the NAEP web site. Additional NAEP publications can be ordered from

U.S. Department of Education
ED Pubs
P.O. Box 1398
Jessup, MD 20794–1398
877–4ED–PUBS
877–433–7827

Additional information about the NAEP reading framework can be found on the National Assessment Governing Board web site at http://www.nagb.org.

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